**Year 11 Independent Home learning ‘Quarantine Pack’ Spring 1**

This document is intended to give instruction and links to work that pupils can complete independently whilst under quarantine due to COVID-19 or for any other reason that pupils are on extended absence from school. It outlines the work that pupils would normally engage with in school and provides links to sources where they can keep up, catch up and potentially move ahead in preparation for their return to school.

The topic for Year 11 in Spring 1 Tectonics and Managing Resources. Obviously, revision is also vitally important both for the mocks and for June. Use the links below for work on the topics that you might miss or use the revision resources on sharepoint and kerboodle to complete other independent work.

For the majority of this topic excellent lessons and resources are found on Oak National Academy. Watch the videos, participate in the quizzes and tasks within the lessons. Look at the lesson content below and select the lessons that you need to catch up with, or haven’t yet done. They are in the order of content that we would move through the topic.

**Tectonic Hazards**

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| Key content | Source of information |
| [**Plate tectonics theory**](https://teachers.thenational.academy/lessons/plate-tectonics-theory-cmukcc) | <https://classroom.thenational.academy/lessons/plate-tectonics-theory-cmukcc> |
| [**The global distribution of earthquakes and volcanoes**](https://teachers.thenational.academy/lessons/the-global-distribution-of-earthquakes-and-volcanoes-6gtk8d) | <https://classroom.thenational.academy/lessons/the-global-distribution-of-earthquakes-and-volcanoes-6gtk8d> |
| [**Types of plate boundary: Constructive**](https://teachers.thenational.academy/lessons/types-of-plate-boundary-constructive-ccw3cd) | <https://classroom.thenational.academy/lessons/types-of-plate-boundary-constructive-ccw3cd> |
| [**Types of plate boundary: Destructive and Conservative**](https://teachers.thenational.academy/lessons/types-of-plate-boundary-destructive-and-conservative-c8w32c) | <https://classroom.thenational.academy/lessons/types-of-plate-boundary-destructive-and-conservative-c8w32c> |
| [**Effects and responses of tectonic hazards**](https://teachers.thenational.academy/lessons/effects-and-responses-of-tectonic-hazards-c5h30c) | <https://classroom.thenational.academy/lessons/effects-and-responses-of-tectonic-hazards-c5h30c> |
| [**Effects of earthquakes: New Zealand and Nepal**](https://teachers.thenational.academy/lessons/effects-of-earthquakes-new-zealand-and-nepal-6cwk4c) | <https://classroom.thenational.academy/lessons/effects-of-earthquakes-new-zealand-and-nepal-6cwk4c> |
| [**Responses to earthquakes: New Zealand and Nepal**](https://teachers.thenational.academy/lessons/responses-to-earthquakes-new-zealand-and-nepal-cgv3gt) | <https://classroom.thenational.academy/lessons/responses-to-earthquakes-new-zealand-and-nepal-cgv3gt> |
| [**Reasons why people live in tectonic areas**](https://teachers.thenational.academy/lessons/reasons-why-people-live-in-tectonic-areas-68ukar) | <https://classroom.thenational.academy/lessons/reasons-why-people-live-in-tectonic-areas-68ukar> |
| [**Reducing the risk of tectonic hazards: Monitoring and prediction**](https://teachers.thenational.academy/lessons/reducing-the-risk-of-tectonic-hazards-monitoring-and-prediction-chjp4d) | <https://classroom.thenational.academy/lessons/reducing-the-risk-of-tectonic-hazards-monitoring-and-prediction-chjp4d> |
| [**Reducing the risk of tectonic hazards: Protection and planning**](https://teachers.thenational.academy/lessons/reducing-the-risk-of-tectonic-hazards-protection-and-planning-6wtk6c) | <https://classroom.thenational.academy/lessons/reducing-the-risk-of-tectonic-hazards-protection-and-planning-6wtk6c> |

**Managing Resources**

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| Key content | Source of information |
| [**How well-being is affected by resource availability**](https://teachers.thenational.academy/lessons/how-well-being-is-affected-by-resource-availability-cnh30d) | <https://classroom.thenational.academy/lessons/how-well-being-is-affected-by-resource-availability-cnh30d> |
| [**Global inequalities in the supply and demand of resources**](https://teachers.thenational.academy/lessons/global-inequalities-in-the-supply-and-demand-of-resources-cnj62r) | <https://classroom.thenational.academy/lessons/global-inequalities-in-the-supply-and-demand-of-resources-cnj62r> |
| [**Issues with food resources in the UK**](https://teachers.thenational.academy/lessons/issues-with-food-resources-in-the-uk-6tjp8t) | https://classroom.thenational.academy/lessons/issues-with-food-resources-in-the-uk-6tjp8t |
| [**Issues with water resources in the UK**](https://teachers.thenational.academy/lessons/issues-with-water-resources-in-the-uk-c4vpad) | https://classroom.thenational.academy/lessons/issues-with-water-resources-in-the-uk-c4vpad |
| [**Issues with energy resources in the UK**](https://teachers.thenational.academy/lessons/issues-with-energy-resources-in-the-uk-6mw6cd) | <https://classroom.thenational.academy/lessons/issues-with-energy-resources-in-the-uk-6mw6cd> |
| [**Reasons for increasing water consumption**](https://teachers.thenational.academy/lessons/reasons-for-increasing-water-consumption-ctj68c) | <https://classroom.thenational.academy/lessons/reasons-for-increasing-water-consumption-ctj68c> |
| [**Factors affecting water availability (Part 1)**](https://teachers.thenational.academy/lessons/natural-factors-affecting-water-availability-6crk2c) | <https://classroom.thenational.academy/lessons/natural-factors-affecting-water-availability-6crk2c> |
| [**Factors affecting water availability (Part 2)**](https://teachers.thenational.academy/lessons/human-factors-affecting-water-availability-ccrkgc) | <https://classroom.thenational.academy/lessons/human-factors-affecting-water-availability-ccrkgc> |
| [**Impacts of water insecurity**](https://teachers.thenational.academy/lessons/impacts-of-water-insecurity-c8tk6t) | <https://classroom.thenational.academy/lessons/impacts-of-water-insecurity-c8tk6t> |
| [**Strategies to increase water supply (Part 1)**](https://teachers.thenational.academy/lessons/strategies-to-increase-water-supply-part-1-6tgpcd) | <https://classroom.thenational.academy/lessons/strategies-to-increase-water-supply-part-1-6tgpcd> |
| [**Strategies to increase water supply (Part 2)**](https://teachers.thenational.academy/lessons/strategies-to-increase-water-supply-part-2-61j3cc) | <https://classroom.thenational.academy/lessons/strategies-to-increase-water-supply-part-2-61j3cc> |
| [**Sustainable water supplies (Part 1)**](https://teachers.thenational.academy/lessons/sustainable-water-supplies-part-1-74tp8t) | <https://classroom.thenational.academy/lessons/sustainable-water-supplies-part-1-74tp8t> |
| [**Sustainable water supplies (Part 2)**](https://teachers.thenational.academy/lessons/sustainable-water-supplies-part-2-6gw62c) | <https://classroom.thenational.academy/lessons/sustainable-water-supplies-part-2-6gw62c> |

This is the link for the Mayfield Geography Youtube playlist for this topic which has lots of videos all related to this topic.